



*IT HAS now become clear that the conditions necessary for an effective youth education program cannot be realized either by piecemeal tinkering with the present high-school offering, or by the establishment of parallel Federal educational systems. Nothing short of a comprehensive revision of state and local youth education programs will suffice.*

—Dr. George D. Strayer



# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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# Editorial Comment

## A New Highway Demanded



W. H. Martin

THE service offered to adults by the vocational agricultural education program for the past quarter century has been very limited. There have been a few isolated areas especially in the South where the service has attained respectable proportions, but in the nation as a whole the service has been designed chiefly for in-school youth. The needs and opportunities in the field of adult education have received limited attention only. Whether this has been because of nearsightedness or lack of initiative is beside the point. The problem of serving this larger group has now

become so urgent and so vital to the prosecution of the war that it must be dealt with at once. And it must be dealt with as problem number one and not as an extra, to be considered if and when time is available.

The new highway, an effective program of adult education, has been staked out and the demand for its building is great. Actual work has only been started. A little excavation here, a few materials there, are the accomplishments of a generation. Agricultural education must build such an effective highway for adult education that it will make past efforts as comparable to it as is the winding, narrow, black-top road to the modern super highway. Like transcontinental traffic arteries, it must be straight to the mark as far as the eye can reach.

Agricultural education now has the needed confidence, support, and co-operation of other agencies and organizations as it has never had them before. The war emergency has created an unprecedented demand for evening-school instruction, and the time is now right for the launching of a real all-out program in evening-school instruction.

The nation's farmers are confronted with a multitude of new problems which have developed as the Food for Freedom campaign has gained momentum. Many of them will become increasingly acute as the war goes on. To whom can the bulk of farmers turn in seeking solutions to their problems? There are many agencies but the teachers of agriculture are in a very favorable position to render effectively many services demanded by farmers. This is especially true in the field of farm machinery repair. Shop facilities and equipment to do the job are at the teachers' disposal. They have had the necessary training and experience. Moreover, teachers of agriculture, thru evening-school instruction, have a real opportunity to solve other problems related to the Food for Freedom campaign which are just as urgent as providing food and repairing farm machinery.

A real achievement in adult education cannot be had without money to finance it; nor can it be had without toil. Neither is the modern highway created without cost or toil. A certain amount of funds can be diverted from present uses to carry on this activity, but additional money designated specifically for this project will be necessary. An outstanding program in adult education cannot be carried out as a spare time proposition. It must become a vital part of the agricultural education program and cease to be an appendage that we can suffer or sever. Until this principle is recognized, the adult education highway in agriculture will continue to be only a possibility.

All persons responsible for the program should recognize the tremendous effort that is being called for. It will require more time and hours of work than are now considered possible to devote to adult education. It will require improved relations with school officials. It will require concentrated and co-ordinated efforts in the field of public relations. Who will develop these phases of the work? The answer to each of these questions is that everyone will have to do his part if the all-out effort is to achieve the desired outcomes. There can be no free rides.

No great highway is of much value to the public unless it is joined with others. It must have its feeder roads and companion highways. Vocational agriculture must take cognizance of the parallel that exists with respect to the development of its adult education program. It now has a great system of feeder roads partially developed. Over 9,000 centers have an all-day pro-

gram operating as a part of the Public Secondary School System and about 3,500 centers are offering a part-time program which can be of great value in the development of the adult program. However important this may be, much of the effectiveness of the proposed highway will depend upon its relation to the other services available to American farmers. The Farm Bureau, Grange, Extension Service, Agricultural Adjustment Administration, Farm Security, Farm Credit, and Agricultural Planning are examples of organizations or agencies which are now serving farmers' needs. The American farmer demands and has a right to expect that the various services will be carefully articulated. Duplication of services should be held at a minimum. Relations between the several agencies and public education, particularly agricultural education, should be on the highest plane possible and agricultural education has a share in the responsibility of establishing and maintaining such relationships. The co-ordination cannot be a haphazard affair left to chance if the new highway is to be an effective link in the services available to the farm folk. The fundamental job of agricultural education, to provide systematic organized instruction for farmers in those problems which are pertinent to them, should always be clearly adhered to in the proposed development.

This is war—total war—and the American farmers are the "Soldiers in Overalls." Agricultural education is confronted with the greatest responsibility that it has ever faced in providing those "Soldiers in Overalls" with sorely needed help. Agricultural education must do this job and do it with willingness and dispatch. It will require a new philosophy or at least the application of a philosophy which recognizes the full importance of adult education. It will require money and hard work but its accomplishment is so vital and necessary that agricultural education must not count the cost or sacrifice. It must go all-out for the early completion of a real highway in adult education which will serve the American farmers from coast to coast.

—W. H. M.

## We Are at War!

**H**ORRIBLE words—significant! Do we comprehend what they mean? The battle of words is over: it is now a battle of mental, physical, and mechanical action; of suffering, of deprivation, and of death. We will win, for win we must. You! I! All of us are in this battle to the finish and our responsibilities are ever-increasing. We have been expending every effort in the past months to make the vocational education program of this country serve as a very important contributing factor in our war effort. Still, we must expend more effort—move faster—time is short. Streamline your methods—get better results in shorter time.

The vocational education directors, supervisors, and teachers are putting forth heroic efforts to support Secretary of Agriculture Wickard's program "Food for Freedom." The agricultural production in every rural community in every state is being influenced by the efforts of this very forward-looking and courageous group of agricultural education leaders.

The farm machinery repair program is gaining momentum and has grown beyond all expectations. Reports from all over the country show that it was developed at a critical time and is serving a very definite purpose in assisting farmers to increase production in spite of the acute labor shortage which exists in many states.

We can point with pride to the accomplishments of the agricultural teachers in the many ways in which they have served their communities, in their tireless efforts, both day and night, to be of real service to their constituents. However, as successful as we have been, these critical times make it imperative that we exhaust every possibility in giving our best to those who are guiding us thru these trying times.

The United States is fast becoming the food basket of the world. More and more the United Nations are depending on us for food and other products necessary to maintain the health of their citizens and the production of those materials so neces-

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A. K. GETMAN

## Professional

R. W. GREGORY

## Problems in Vocational Education in Agriculture

LOUIS M. SASMAN, Supervisor of Agriculture, Madison, Wisconsin

**N**EVER have the problems of vocational agriculture been more critical than they are at the present time. Never has there been greater need for training in farming for farm boys in high school, for out-of-school youth, and for adult farmers. I believe that no agency is better fitted to provide this training than the school. The continued development of this program depends to a large extent, however, upon how we meet the problems of today.



L. M. Sasman

## Selective Service

One of the problems is that of meeting the impact of Selective Service on the vocational agriculture program.

We do not, it seems to me, want a blanket deferment for instructors in agriculture. I am quite sure it could not be secured if we did want it.

I do sincerely believe that if a man is doing a good job as an instructor in agriculture, giving practical training to farm boys in high school, conducting young farmer and adult classes, supervising defense classes for out-of-school youth, and leading a strong chapter of F.F.A., that man is rendering just as real service to the nation as he would if he were in military service.

The matter of selection for service is left up to local Selective Service boards. The task of those boards is not easy. If they grant deferment to one man they immediately are called upon to weigh the value of his regular services as compared to those of others who also wish to be deferred. It must be borne in mind that these committees are for the most part made up of conscientious men of good judgment, who are going to attempt to retain in their communities the men whom they consider to be most essential to the welfare of the community. At the same time, as residents of the community, they are obliged to be prepared constantly to justify the positions they take.

So far as the instructor in vocational agriculture is concerned, I believe that the best agency for acquainting the local Selective Service board with the value of his services is the local board of education. That board is, as a rule, anxious to maintain the vocational agricultural department. It is also, as a rule, fully acquainted with the service which the instructor in agriculture is rendering to the community. It knows or can soon be acquainted with the situation so far as replacements

of instructors in agriculture are concerned.

As state supervisor of vocational agriculture, I am glad at any time to give to local boards of education or to local Selective Service boards my opinion of the value of the service of the instructor in agriculture and a statement of the situation in the state insofar as the supply of vocational agriculture instructors is concerned.

It would be better, I think, to close departments of vocational agriculture than to have such departments filled by men who do not have the qualifications to maintain a high standard of work. In other words, I believe it would be better to have no instruction in agriculture than to have the teaching done by incompetent men. Where vacancies occur in small departments, I shall urge the combination of neighboring departments. Where schools are unwilling to make such combinations, approval so far as Federal aid is concerned shall be dependent upon a program of work satisfactorily completed.

## Establishing New Departments

A second problem which is really dependent upon this problem of Selective Service is that of the establishment of new departments. We have a number of requests for new departments including requests from some schools which now have instructors and from others which are considering combining with schools who already have instructors. Instruction in agriculture has certainly never been more important than it is now and will be for the next several years. Consequently, it would seem that while no steps should be taken by the state office to urge the establishment of new departments at this time, schools which desire to establish new departments should be given the opportunity to do so if they are able and are willing to secure well-qualified men to serve as instructors in such departments.

## Young Farmer Classes

Some instructors are asking about the program of young farmer classes in this period. It seems to me that young men need today as much as ever the training which vocational agriculture provides. It also appears that every community which has in it sufficient farm territory to establish a vocational agricultural department also has in it a sufficient number of out-of-school young men not only to warrant but to make imperative the establishment of young farmer classes to aid these young men in the problems of establishment in farming. I believe that there should be, in connection with every department of vocational agricul-

ture in the state, a continuous program of young farmer classes extending throughout the year. Under present conditions it may be desirable to recess such a class for a period of 10 weeks to give instruction in gas engines and tractors, metalwork, woodwork, or electricity under capable local mechanics. In the majority of communities, however, there is a sufficient number of out-of-school young farmers to tax the resources of both defense classes and young farmer classes in agriculture. If such classes are not maintained in connection with any department, I believe it is because the young farmers in that community have not yet been persuaded that young farmer classes would be of vital help to them in their preparation for farming.

## Adult Classes

Another problem of the present time is the proper development of adult classes. Never has the farmer faced more serious problems. No one recognizes this fact more truly than does the farmer. He is anxious to get help in the solution of these problems. He is also tremendously busy with the work of producing the necessary food and fiber supplies to meet the needs of the nation. He isn't going to attend evening classes unless he is quite certain that time so used will be better spent than it would be if he stayed at home to recover his physical energies for the next day's work. Neither is he going to drive 10 to 12 miles to an evening class at a cost of five cents or more a mile when he is faced by the prospect of having neither tires nor cars in the future. Consequently, it seems to me that adult classes must be planned more carefully than ever so that they meet a real need of the farmers of the community, and that either such classes be held in rural communities so that most of those who attend can walk or else co-operative travel arrangements be made.

## Farm Machinery Repair

In connection with the adult and young farmer classes as well as with the high-school classes, we have the problem of teaching farm machinery repair and adjustment. For the past 10 years at least the importance of this phase of instruction has been continually increasing. Perhaps it would be better to say that during the last 10 years the rate of increase in the importance of this phase of instruction has been greater than ever before. At any rate, today, when farm labor is scarce and the price and availability of farm machinery make it very difficult to secure, the necessity for thorough instruction in care and repair of machinery is suddenly thrust into the fore-

ground. The average instructor in agriculture is not very well prepared to provide this instruction. As a rule his college training has included some study of farm machinery adjustment, but very rarely has he had any training in the repair and adjustment of old machines, except as he has secured such training for himself by actual experience on the farm or in the shop where he learned by teaching. There are prospects of a farm machinery repair program for young and adult farmers somewhat paralleling the present Defense Course program. If such a program develops, it will probably enable schools to hire capable local mechanics to conduct classes in farm machinery repair. Whether or not such a program develops, however, the instructor in agriculture in the future must be prepared to teach young and adult farmers how to make the ordinary adjustments and repairs on farm machinery.

#### Home Garden Program

Still another phase of the vocational agriculture program requiring special attention now is the farm garden program. Since the early days of vocational agriculture, little attention has been paid to gardening because the farm garden has had a place of very minor importance in the preparation of farm boys for farming. Now the farm garden suddenly assumes a role of great importance as part of the program to provide adequate nutrition to the people of the nation. It seems likely that because of the farm labor situation most of the farm gardening will still be done by women and girls, and by younger boys. Upon the older boy and the farmer will rest the responsibility for preparation of the soil and determination of the contents of the garden. For these reasons it seems highly desirable that in addition to some attention to gardening in each unit of vocational agriculture this year, there should be units in gardening given to older girls in school and to young and adult farmers, in mixed classes, if possible.

Questions have arisen in some places as to the type of farming program which vocational agricultural students might be expected to carry on under present conditions. We seem to forget sometimes that vocational agriculture is a combination of study and experience in farming. The job of the instructor in agriculture is really to provide training for those who have entered upon or are preparing to enter upon the occupations of the farm. If a young man is planning to farm he needs to get all the information that he can about the problems of growing crops and livestock, of operating and caring for machinery, and of distribution of farm products and management of the farm. Simply to study the theory of these problems without application of them is to know nothing about their solution. Therefore, it should be our constant aim to see that all students in vocational agriculture have the widest possible opportunity to learn by experience.

The instructor in agriculture is in an excellent position to guide both parents and sons so that the greatest possible experience may be gained. One of the ways in which desirable experience is gained is thru the ownership of crops or livestock and the complete management of a farm enterprise. However, for the great majority of farm boys of high-school

## North Central Regional Conference

J. H. PEARSON, Federal Agent, Washington, D. C.

THE North Central Regional Conference for directors, supervisors, and teacher-trainers for vocational education in agriculture was held in Chicago on March 2-5, 1942. There was a lengthy discussion of the acute situation relative to the supply of teachers. It seemed to be the unanimous opinion of the individuals participating in the conference that the present job to be done required more than ever capable and well-trained teachers because they are in strategic positions to render important services in the war effort. These services are needed in connection with the food for victory program, repair and maintenance of farm machinery and equipment, victory gardens, and farm labor.

A committee on recommended adjustments in the agricultural program to make it contribute most to the war effort suggested among other things that teachers of vocational agriculture: (a) assist individuals enrolled in all-day, part-time, and evening classes analyze production goals and make adjustments, and adopt the approved farm practices on their farms necessary to get the desired increase in production; (b) that they make arrangements whereby farm machinery and equipment on the many farms in the communities be checked for needed repairs and give instruction neces-

ary to get the repairs made; (c) that they make contributions to the solution of problems in connection with the farm labor situation, and where feasible, conduct training programs for potential farm workers; and (d) that joint classes or some other means be provided to give youth and adults effective instruction on health and nutrition and the need for home gardens, and the financial returns or savings obtainable from such gardens.

#### Permanent Program

This program can be carried on as well in times of war as in times of peace. Experience in farming is just as essential and is just as fully recognized as ever. In fact, the extent to which the vocational agricultural program combines this experience with the study of practical farm problems is largely the measure of the effectiveness of the program in the eyes of all practical people. It is also the measure of the value of the services of the instructor in agriculture to his community, to the state, and to the nation.



J. H. Pearson

#### Joint Conferences

The conference was so organized that there were two full half-days for joint meetings with directors, supervisors, and teacher-trainers for home economics and agricultural education. These joint sessions were for the purpose of discussing problems confronting rural and farm families that are of concern to all members of the family—therefore, to workers in both agriculture and home economics. The problems discussed were in connection with socio-economic adjustments, nutrition, home, community and school gardens, morale, health, and general welfare.

All during the conference the desirability of having frequent staff meetings to formulate definite plans for rendering service in the present situation was stressed. Such plans are to be for the purpose of aiding teachers in developing and executing plans for the most effective programs to assist farmers and farm families to appreciate and understand the present situation, thereby making it possible for them to make their greatest contributions to the war effort.

## Future Farmers Produce Poultry Co-operatively

A. L. VANN, Teacher,  
Rich Square, North Carolina

FUTURE FARMERS at Rich Square, North Carolina, became interested in the co-operative production of poultry in January, 1940, by operating a small baby chick brooder with a capacity of 42 chicks. After observing the growth of the chicks for a few weeks there was a demand made by the chapter members to increase the scope of the project.

Enough wood brooders were built in the farm shop to provide space for the purchase of 50 chicks weekly. The chapter started buying 50 chicks and 375 pounds of feed weekly. The capacity was increased within six weeks and purchases mounted to 100 chicks and 750 pounds of feed per week. In order to attain this capacity the chapter had built 13 brooders for large birds and eight for small chicks. Members of the chapter furnished the labor until May. At that time it was necessary to start hiring labor at the rate of \$7 per week. In June another boy was hired and labor costs increased to \$12 weekly. By this time 100 broilers were being marketed weekly.

In June a panel truck was purchased and the chapter started delivering dressed chickens. By systematic methods of pro-

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# Methods

## The Place of Urban Youth in the National Defense Program

R. H. HOBERG, Teacher, Ortonville, Minnesota

IT HAS been frequently stated that "food will win the war." Every student of agriculture will agree to this statement, but observations show an organization of a farm program that puts production in "reverse." For example, man power is being trained for the Army, Navy, national defense programs of all kinds, and industry is paying the highest wages in 12 years. The shortage of farm labor is evident.

In the face of the labor shortage the Government has outlined a program for increased production—seven percent increase in dairy products; nine percent increase in poultry products; and a 12 percent increase in swine. Other increases are being considered to put agriculture on a wartime basis.

Suffice it to say that you cannot have a shortage of farm labor and increase production at the same time. A partial solution to the problem is an "all-out" effort to use every available type of labor and adapt it to the best use possible.

Part of the responsibility for farm labor replacement can very conveniently be handled by agricultural instructors all over the nation. We have in our nation thousands of city and small town boys between the ages of 14 and 18, who could become the "chore boys" of the farm. These boys could relieve adults from the minor duties of the farm in order that they might do the heavier work.

The writer has made many contacts with farmers thruout Big Stone County during the past month and has discussed their problems with them. It was evident that the labor problem was one of their greatest worries. The matter of replacing experienced farm hands with inexperienced labor was discussed and there seemed to be such a unanimous response to the proposal that the writer considered offering a course of study for town boys to prepare them for "chore work" on the farm.

On the following pages are listed the leading questions which were asked the farmers and their comments on the questions.

### Objectives of Course

1. Development of a more adequate realization of the relation of the individual to society.
2. To give the urban boys and young men agricultural information and farm skills needed for production of agriculture products.
3. To help create and maintain co-operation between the farmer and the urban population.
4. To enrich the urban boys' social and recreational interests and experiences.
5. To keep the production of farm products at a high level.
6. To help the farmer maintain and

increase his present production of poultry, swine, and dairy products.

7. To give the urban boy a chance to do his share to keep up the production of necessary farm products for war purposes.

8. To encourage the planting of a garden of some sort for each urban family to be taken care of by younger members of the family.

9. To make the boy feel that he can do some part toward winning the war.

### Statements From Farmers Regarding Labor

1. I can't get help on my farm.
2. I will have to sell part of my livestock because help is scarce and impossible to get.
3. My son was called into the Army; what can I do?
4. Guess I will have to sell out. Impossible to get reliable help any more for the farm.
5. How can we increase dairy, poultry, and swine products with no increase in corn acres? We livestock men have always fed all our corn.
6. Farm help will be too high, so we will have to cut down on the number of milk cows.
7. Will the farm program be changed to meet the increase in dairy, swine, and poultry?

### Farmers' Statements Regarding Use of Urban Boys During Vacation

1. Yes, provided they are willing to work.
2. Would even give them a pig or calf so they would have more interest in their work.
3. They could help with chores even during school year and ride the bus.
4. They could care for the poultry and do chores.
5. Would like to have a boy to cultivate corn and help with haying.
6. Could they be trusted with a tractor and horses?
7. Would they have some knowledge of livestock?
8. Would like to have boy to help with the milking.
9. Would like to have boy with good clean habits; no smoker wanted.
10. Would like boys to help take care of the swine.
11. Would like boys to take care of the garden and do chores.
12. Would be more than willing to spend time with such boys, providing they were of good habits, and ambitious.

### Proposed Program for Training Urban Youth for the Farm

1. Frequency and number of meetings
  1. Usually one meeting a week
  2. Class period not to continue over 90 minutes

3. Have enough meetings to cover all farm enterprises and farm machinery
4. Have a definite starting and closing time for each meeting
5. Teacher should consult a group of key farmers when setting up his program and arrange to have at least one farmer at each meeting

### II. Place to hold meetings

1. All enterprise meetings to be held in agriculture room
2. Farm machinery meeting to be held in shop of outstanding machinery dealers
3. Have at least two meetings on a near-by farm, so boys can see tractors and machines in operation

### III. Size of group

1. Depends on the community, instructor's ability, type of work needed
2. Usually not a good policy to have extra large groups
3. Groups of 25 make an ideal number, altho in some classes larger groups can be handled easily
4. Endeavor to enroll only people who are vitally interested in the course

### IV. Time to hold meeting

1. Best meeting time 8:00 p. m.—this allows for boys to attend any other extra activities between 7 and 8 and allows time for farmers who speak also to be present

### V. How to organize urban youth group

1. First consult the superintendent and school board
2. Interview farmers
3. Meet with farm organizations
4. Talk to some of the leaders in the community
5. Secure aid of the local F.F.A. chapter

### VI. Securing and recruiting enrollment

1. Talk to all junior and senior high-school boys by school superintendent
2. Newspaper articles
3. Junior and senior high-school teachers

### VII. Characteristics of students enrolled

1. They like and want practical information
2. They are really attending these meetings for a definite purpose
3. They are interested in knowing that a practice will work
4. They need help in thinking thru problems
5. They are willing to co-operate for the good of the community
6. They are very interested in hearing the experiences of key farmers in the community
7. They are appreciative of help given
8. Last but not least, they are boys who are taking their leisure time seeking information which will better fit them to help during needy times



VIII. *Selecting the course*

1. By a study of the needs of the community thru past visits and survey
2. Talk to progressive key farmers
3. Determine what courses are needed most thru your own observation in the community

IX. *Planning the meeting*

1. Work out carefully written plans for all lessons before the course starts
2. Contact main speakers at least one week before they appear on the program
3. Be prepared to give simple, yet practical recommendations
4. Do not expect class to do too much reading of technical materials
5. Have at least one F.F.A. boy speak at each meeting for at least 10 minutes
6. Let boys contribute some of their own experiences toward the program. These will be interesting and the boys will feel more a part of the program

X. *Teaching the class*

1. Begin and close on time
2. Roll call by secretary and reading of minutes
3. Brief review of previous jobs
4. Ask for experience of the group on the next job to be discussed
5. Encourage each member to give experiences
6. Use demonstrations frequently
7. At the close of the meeting, introduce the unit for the next lesson

XI. *Records*

1. Secretary keep records of minutes during the regular meeting
2. Have each boy keep records of all farm activities
3. Keep a record of each boy
4. Keep accurate records of boys' attendance

XII. *Farm placement*

1. Number of boys will make their own arrangement for farm practices
2. F.F.A. members to aid boys in securing arrangements
3. Instructor and directors to aid boys

XIII. *Securing farm practice*

1. Boys to make own arrangements to work on farms
2. F.F.A. boys take boys out on their farms weekends and teach them various farm practices
3. Boys to spend spring vacation on farms

XIV. *Wages*

1. Remember you are receiving food and lodging
2. Remember you are learning while you are doing, which is a wage in itself
3. Do not expect too large a salary
4. Expect a salary according to what you do and how the job is done
5. Make definite arrangements before you start working

I know of no pursuit in which more real and important service can be rendered to any country than by improving its agriculture, its breed of useful animals, and other branches of a husbandman's cares.

# A Program for Better Farm Family Living

GRETCHEN FARBER, Instructor Home Economics

MILTON C. GROVER, Instructor Agriculture

Troy, Idaho

THE growing interest in joint agriculture and homemaking programs thruout the country has arisen from the realization that preparation for a co-operative relationship, such as exists in a farm home, can best be made thru co-operation between the agriculture and homemaking teachers in the high school.

## The Objective

To develop a more satisfying farm family life thru the improvement of farm home conditions, attitude toward farm life, and understanding of personal, farm, home, and community relations.

## The Assumptions

1. Farming can be at its best only when the farm family is the basis for all farm operations.

2. Young people starting out together as man and wife on a farm do not understand the relationship between husband and the home and wife and the farm.

## The Plan

To develop abilities for co-operative

home and farm relationships, thru a co-operative program of homemaking and agriculture relationships in the school by means of joint and exchange classes.

## Steps in Setting Up a Program

1. Arrange daily class schedule so that the two groups will meet at the same hour.
2. View objectives in both fields; determine the areas of work from the coincidence of the objectives. Decide which would fit your particular situation and which can be given adequate coverage.
3. Plan yearly teaching schedule so units having similar objectives would come at the same time.
4. Divide teaching responsibility between persons in charge of instruction. This is determined on the basis of which is best qualified in the particular work being taught. Experience and training will largely determine the division of responsibility.

## OBJECTIVES

HOMEMAKING	AGRICULTURE					
	Making a beginning and advancing in farming	Producing farm commodities efficiently	Marketing farm products	Conserving soil and other resources	Managing a farm business	Maintaining a favorable environment
Managing personal and family finances	*		*		*	*
Sharing activities in the home	*		*		*	*
Providing nutritionally adequate meals	*		*		*	*
Providing adequate clothing	*		*		*	*
Making the home and its surroundings attractive and comfortable	*		*		*	*
Maintaining desirable personal, family, and community relationships	*					*
Guiding the development of children	*					*
Maintaining family health	*					*

## Suggestions for Planning Joint Programs

OBJECTIVES	TEACHING UNIT	CLASS ACTIVITY	REFERENCES
I. To assume home membership and home improvement responsibilities.	A. Planning and landscaping homes and farmsteads.	<ol style="list-style-type: none"> <li>1. Detailed study of principles involved.</li> <li>2. Scaling drawings of original and replanned places.</li> <li>3. Study of available and native shrubs and trees.</li> <li>4. Transplanting demonstration.</li> <li>5. Making and maintaining a lawn.</li> <li>6. Field trip to study well-landscaped town and farm homes.</li> </ol>	<i>Landscaping the Farmstead</i> , Fed. Bul. No. 189. <i>Beautifying the Farmstead</i> , Fed. Bul. No. 1087. <i>The Girl and Her Home</i> , Trelling & Nicholas. <i>American Home</i> H. Ec. Ref. shelf and file. Ag. Ref. shelf and file.
Joint.	B. Replanning the present home with the smallest expenditure of money.	<ol style="list-style-type: none"> <li>1. Detailed study of principles.</li> <li>2. Drawing of present and remodeled homes.</li> <li>3. Film: <i>Design and Construction of Three Small Houses</i>.</li> </ol>	<i>Modernizing Farmhouses</i> , Fed. Bul. No. 1749. State Conference material on farm incomes.

(Continued on page 237)

# Supervised Practice

C. L. ANGERER

## Setting Up Supervised Practice Programs in Alabama

C. C. SCARBOROUGH, District Supervisor, Auburn, Alabama

**T**HE teacher of vocational agriculture in Alabama faces a combination of unusual problems when he is making plans for helping his first-year boys set up their supervised practice programs. Many of the usual "factors to consider" fail to help him in his planning. Let us consider one of these factors as an example.



C. C. Scarborough

It is probably sound to plan for the boy to get experience in those enterprises which are common to his home farm and community. However, if the teacher did set that as one factor to consider he would be faced with a perplexing situation because of the large number of enterprises on the average Alabama farm. The average boy comes from a farm producing cotton, corn, peanuts, oats, hay, peas, cane, potatoes, kudzu, pines, crotalaria, pastures, hogs, chickens, cows, mules, home garden, and orchard. Many farms would also include turkeys, bees, sheep, lespedeza sericea, soybeans, and truck crops. All these will be faced by the boy now and in his farming in the future.

Many other closely related problems somewhat peculiar to Alabama and the region also must receive consideration by the teacher in his planning; such as tenant situation, low yields, low cash income, and marketing. After a careful analysis of these problems the teacher starts his planning. The general procedure followed by the teacher in setting up supervised practice programs is briefly outlined here.

### Planning the Programs

Before the closing of school in the spring the teacher secures a complete list of prospective students of vocational agriculture. It is often necessary to visit neighboring junior high schools as well as the local high school. These prospective students are included in the summer program of visiting along with boys already enrolled. This method requires very little additional travel. Furthermore, these boys are special guests of the local F.F.A. chapter at one of their summer meetings. Thus the first-year student enters vocational agriculture knowing something of the program and interested in the activities.

### First Few Weeks of School

As classes begin in the fall special effort is made to lead the boy to see the general setup and possibilities of a well-planned

supervised practice program. Older boys in the department are given time in class to tell of their programs and visits are made to some of these projects. No arbitrary standards of number and scope of projects are set up; on the other hand it is recognized that each boy must start "as is." However, it is very necessary that the boy see that regardless of the size of the program in the beginning, the goal will be an expanding program year by year until a real start in farming is made. Special effort is made to interest the boy in this idea, stressing the unlimited possibilities of learning and earning thru a well-planned and well-worked supervised practice program. It is here that the boys are introduced to the simple, yet comprehensive, setup consisting of Productive Projects, Improvement Projects, and Supplementary Farm Practices. It is believed essential that the boys know these terms and their vocational meaning.

The first few weeks of classwork are devoted largely to the setting up of individual supervised practice programs. It is here necessary to explain briefly the Alabama plan for student notebooks, since the notebook is really a part of the individual program. The general outline followed by each student in setting up his notebook is given in Table I. It will be noted that this outline is *individual*, even in terminology. It has been found that this appeals to the boy and that building his own notebook prevents its becoming a formality of "filling in the blanks." Further study of the outline will reveal that the notebook is built almost entirely upon the individual supervised practice program. Under the heading "My Program" the boy plans, first, an outline of his long-time farming program (to be revised later in the year), and his program for the present year.

TABLE I. ALABAMA STUDENT NOTEBOOK

#### I. My Program

1. My long-time farming program (Outline plan. See Table II)
2. My farming program for this year. (See Table III)
  - a. Productive projects
  - b. Improvement projects
  - c. Supplementary farm practices

#### II. My Job Calendar (twelve sheets.)

1. September
  - a. Productive projects
  - b. Improvement projects
  - c. Supplementary farm practices
2. October

#### III. Productive Projects

1. My project jobs (may be on same sheet as index tab)
2. Project records (Form A-1, A-2)

3. Summary of jobs (individual job sheet.)

#### IV. Improvement Projects

1. List of projects (on index sheet)
2. List of jobs under each project
3. Project records (Form A-1)
4. Summary job sheets

#### V. Supplementary Farm Practices

1. My supplementary farm practices (on index sheet)
2. Records of supplementary practices (Form A-3)

#### VI. Shop

1. My shop program
  - a. List of jobs (school and home)
2. My jobs for Farm Shop

#### VII. Project Visits

1. Date of visits by my teacher (on index sheet)
2. Copy of plans made by my teacher and me on each visit

#### VIII. F.F.A.

1. My chapter officers
2. Committees I am on (date of meeting, work done, etc.)
3. Other F.F.A. plans

#### IX. Miscellaneous

1. Other material I'd like to keep handy

#### X. My Future

1. What I want to do after finishing high school
2. Fitting my supervised practice program into these plans

Typical programs are shown in Table II and Table III. In setting up these programs some factors studied by the boy are: home farm situation, finances, labor, market, and personal preference. The importance of these factors is considered but not weighed too heavily at this time. It is believed that the greatest need in setting up individual programs is a first-hand knowledge of the home farm by the teacher. The objective now is to get the boy actually to make a beginning on a safe and sound supervised practice program, then the many related problems will become realities rather than just something to study about. The individual program becomes the center of interest for work and study. Obviously careful planning by the teacher for the necessary individual work to be done is essential. Some of this planning is indicated by the outline for the student notebook.

### Summary

1. Teachers in Alabama believe that well-planned individual supervised practice programs are the first essential for a course in vocational agriculture, and should be the center of interest for the course.
2. It is necessary that the teacher know the home situation and secure co-operation of parents before individual programs are planned. The student needs guidance and inspiration in setting up his program.
3. Some worth-while results must be accomplished in the program in the early stages.
4. The student needs a practical, usable setup for "following thru" his plan.
5. It is believed that every farm boy can have a valuable supervised practice



program if well planned, even the possibilities are limited by home situation.

**TABLE II. MY FARMING PROGRAM FOR THIS YEAR**

**I. Productive Projects**

1. Corn
  - a. Plant vetch for my corn
  - b. Terrace my corn land
  - c. Use corn in feeding pullets in fall and winter
2. Poultry
  - a. Order 50 chicks in February
  - b. Grow out 20 select hens, sell cockerels as fryers
  - c. Build lamp brooder in January
3. Dairy Calf
  - a. Secure heifer calf from Mr. Stone's dairy
  - b. Calf to be hand fed until on pasture
  - c. To be pastured in Mr. Jackson's pasture

**II. Improvement Projects**

1. Home Garden
  - a. Work out planting plan for year-round garden at home
  - b. Be responsible for securing seeds and plants at proper time
2. Pasture Improvement
  - a. Clear one acre along the branch in present pasture
  - b. Repair fence for entire pasture
3. Home-ground Improvement
  - a. Stop gullies, level yard
  - b. Add topsoil and manure to yard so it will grow grass
  - c. Start a propagation bed and grow cuttings
4. Farm library
  - a. Begin collecting valuable free materials
  - b. Keep postal cards for ordering

## Plans for Individual Supervision

ADON DUNCAN, Instructor, Poteet, Texas

A MAJORITY of the vocational agriculture instructors in Texas have some definite way of supervising individual students in their supervised practice programs. The size of the community and surrounding communities from which the boys come determines the type of supervision possible to give the individual members. I have found the following plan very satisfactory for my area:

### Developing the Program

During the spring and summer our chapter invites to the regular meetings all the boys who might be interested in agriculture for the next year. The boys who want to enter vocational agriculture are encouraged to start thinking about and planning for their supervised practice programs. A boy is never told that he has to have a certain number of projects because the word "project" may scare him or cause him to lose interest.

Just before or right after school begins

bulletins, books, etc.

- c. Keep agricultural notebook, records, etc.

### III. Supplementary Farm Practices

- a. These improved practices to be planned on Job Calendar the first of each month
- b. I plan to give special attention to repair jobs around home; such as steps, gates, doors, etc.

in the fall, the supervised practice and its advantages are explained to each new boy. After the boys are informed about supervised practice, they start working on a long-time program to extend for five years. The boys who have a definite goal and try to accumulate will have a much better chance to stay on the farm.

When the boy starts working on his long-time program he asks his parents to assist him. If there is no older brother in the family who has studied agriculture, I go out to the home farm with the boy and all four of us work out a program for five years. This procedure gives the parents a feeling that they have a part in the boy's program. It develops splendid co-operation between the parents and teacher. Some of our boys have larger programs than others, but we expect each boy to do all he can with what he has.

The rules set up in our department require that each boy must have at least two enterprises with 15 or more supervised practice jobs, depending on the number of enterprises the boy has in his program. For listing the supervised jobs of the boys, we have a board 4' by 6' made of plywood and placed about four feet from the floor on the wall of the classroom. Finishing nails are placed every two inches with the head of the nail bent slightly upwards. Above the nails are numbers from one to 60 and at the lower left-hand corner is the key. Each boy has a number that corresponds with the one on the board. The number of nails and numbers will depend on the number of boys in the department.

White price tags 1" by 2" in size are used by each boy to place his number, date, supervised practice job, and scope. The boys put these jobs on the tags each school day, at the beginning of the class period, and place them on the nails. This is an easy way to keep a record. Each boy can see what the other boys are doing. At the end of the school year these tags are taken off the nails, assorted as to the jobs accomplished and each boy given credit for his work. This is one solution to the problem that faces many teachers of vocational agriculture dealing with ways and means of keeping records of supervised practice jobs.

After the long-time program has been worked out with the first-year boys, the other boys in the department who have had more than one year add to or make changes in their programs.

### Visiting Boys

I visit students at regular intervals, the number of visits depending on the enrollment of my classes. At present there are 60 boys and I visit each of these boys at least four times each year. The matter of regular visits is a debated question among many teachers because of the time which must be spent on community and civic work in addition to supervising visits. I have found regular visits most worth while. While visiting the boy, I try to see the parents and have a talk with them, thereby increasing their interest and strengthening the program of the boy.

On these visits I carry a sheet of paper

(Continued on page 235)

**TABLE III. MY LONG-TIME FARMING PROGRAM**

PROJECTS	1st year	2nd year	3rd year	4th year	Post School
	<b>PRODUCTIVE PROJECTS</b>				
CORN	1 A.	2 A.	3 A.	5 A.	10 A.
POULTRY	50 Chicks	20 Layers 50 Chicks	40 Layers 50 Chicks	60 Layers 100 Chicks	100 Layers
DAIRY CALF	1 Calf	1 Heifer	1 Cow	1 Cow and Calf	1 Cow 1 Heifer
OATS			1 A.	2 A.	5 A.
SOW AND LITTER		1 Pig	1 Gilt	1 Sow and Litter	1 Sow 5 Pigs
POTATOES			$\frac{1}{4}$ A.	$\frac{1}{2}$ A.	1 A.
WORK STOCK					1 Mule
	<b>IMPROVEMENT PROJECTS</b>				
HOME GARDEN	$\frac{1}{4}$ A. Planned at home	$\frac{1}{4}$ A. Planned and planted	$\frac{1}{4}$ A. Planned and planted	$\frac{1}{2}$ A. Planned and planted	$\frac{1}{2}$ A. Year- round garden
PASTURE IMP.	1 A. Cleared	1 A. Seeded	1 A. Cleared	2 A. Seeded	5 A. Imp. pasture
HOME GROUND	Grade yard Start cuttings	Fix walks Seed yard Add cuttings	Set shrubs Work lawn	Maintain and improve	Home land- scaped
FARM LIBRARY	Collect books and bullet- tins	Build book- case and desk Start scrap- book	Continue	Continue	Home farm library
FARM SHOP		Build locker	Arrange Place all tools	Repair tools	Farm shop
HOME ORCHARD		Prune old orchard	Set trees, prune, spray	Orchard care	Care of home orchard
	<b>SUPPLEMENTARY FARM PRACTICES</b> To be planned and done each month				

J. B. McCLELLAND

# Farmer Classes

W. H. MARTIN

## Adult Evening-School Program

SAM DOBERVICH, Lake City, Iowa

**A**DULT education is three years old in Lake City. It was started from a meager beginning. The desire of the school officials for an educational program to deal more adequately with the problems of the people resulted in an enlarged and more comprehensive program of education for the in-school groups and for the adults in Lake City community. The board of education decided to enlarge its course offering by adding vocational agriculture and vocational homemaking courses to the school curriculum. One of the requirements of the State Department of Vocational Education is that the two vocational teachers sponsor adult classes. The administration conceived the idea of enlarging the adult offering to embrace more individuals of the community than those primarily concerned with economic problems. An executive council was selected to discuss plans.

This council established definite aims and objectives for such a program. The objectives finally culminated in the following:

1. To become conscious of the problem of self-realization.
2. To become conscious of the problem of human relationships.
3. To become conscious of the necessity of economic efficiency.
4. To promote civic responsibility.

These statements of basic problems were the results of diligent study and were revised many times before terminating in the present adult program.

Some of the activities carried on by the various classes were as follows:

### Home Economics—

- Cake decoration
- Christmas gifts to make at home
- Centerpieces and decorations
- Food artistry
- Wrapping Christmas gifts
- Rug making
- Pictures in the home

### Social Problems—

- Personality and its relationship to social life
- Family life and welfare
- Play and recreation
- Community life
- Religion and its social aspects
- Social control

### Current Thought—

- Review of current best-selling books such as:
  - How Green Was My Valley*
  - Small Potatoes*
  - The Fire and the Wood*
  - Invitation to Live*
  - One Foot in Heaven*

### Arts and Crafts—

- Chip carving
- Metalwork—etching and shaping
- Wood painting
- Weaving
- Block printing
- Wood burning

### Crocheting

Spanish for laymen, shorthand and typing, physical education, and industrial education were other courses given. An interesting section of the evening school was the nursery where adults brought their children and left them in charge of a teacher. There were as many as 50 children taken care of during one of the sessions.

The agriculture class, with an enrollment of approximately 50 farmers, was organized according to a pattern used by a number of Iowa schools. An adult council of 12 members was named last spring and met several times during the summer to discuss and select topics for study this year. These council members were elected by the class.

The council agreed that unit courses such as they had the previous two years were tiresome before the 10 meetings were over. So this year they decided to try out a special topics course. This was based on the major interests of the farmers.

During the summer of 1940 a heavy chinch bug infestation occurred in and about the community. This was the first chinch bug invasion that even old-time farmers could remember. During the summer the writer helped about 20 farmers set up creosoted paper barriers and distributed 50 chinch bug barrier bulletins. Everywhere the farmers admitted that this was new to them and they didn't know anything about methods of combating the pests.

Based upon the chinch bug problem, the first three sessions of the evening school had to deal with the life cycle, habits, and specific means of controlling the pest. During one of these sessions identification of grasshoppers collected in the community was made and control methods were discussed.

Following the meetings on chinch bugs, two meetings were held on livestock feeding and management. One of these meetings was conducted by the State College extension specialist on feeding. Specific problems on livestock feeding were handed in by the members a week previous to the specialist's arrival. These questions were sent in to him so he could base the discussion on the problems the farmers wanted discussed.

One meeting was given over to soil testing. One of the members brought in samples of his soil and after tests were made the results were taken down by all members. This farmer had already ordered some fertilizer to fill the soil needs as shown by the test. Other members have evidenced their interest by bringing in soil samples.

The other meetings consisted of discussion on the following topics:

- Care of farm manure
- Pasture management

### Landlord-tenant relationships

### Large-scale farming

Needed changes in farming in our community

At the first meeting a check sheet was passed out to each farmer so that he might mark the approved farming practices which he follows. Forty-one farmers replied. The practices and the number of farms reporting each are as follows:

1. Keeping accounts.....	23
2. Keeping production records.....	8
3. Vaccinating hogs.....	31
4. Worming hogs.....	13
5. Liming soil.....	3
6. Using McLean system.....	1
7. Co-operating with AAA.....	38
8. Spraying fruit trees.....	7
9. Applying manure regularly.....	37
10. Using commercial fertilizer.....	1
11. Modernizing buildings.....	20
12. Using purebred sires.....	29
13. Feeding protein supplement.....	21
14. Feeding minerals.....	28

The above material was collected to be used as a basis for follow-up meetings. The worthwhileness of employing these approved practices was discussed and the members were asked to indicate their choice of topics.

A follow-up meeting on farm business records is planned for some future date. The meeting will consist of an interview with a farmer member of the Farm Business Association. Since none of the farmers in our county have membership in the association, this meeting might result in the inception of business association members from our county.

The members were also asked to indicate their chief problems and interests when they checked the farm practice sheet. Of 20 replies the following nine problems were listed:

1. Fair rental on AAA land.....	1
2. Livestock feeding.....	5
3. Weed control.....	2
4. Farm credit.....	1
5. Chinch bugs and crop pests.....	2
6. New varieties of crops and seed improvements.....	4
7. Soil improvement.....	3
8. Management.....	1
9. Livestock disease.....	1

These problems were either discussed in class or individually, if they did not lend themselves to discussion in one of the regularly scheduled classes.

It has been the writer's experience that worth-while, interesting problems lead to enthusiastic and spontaneous discussion.

To keep the farmers interested in up-to-date agricultural information, the following procedure was used. A rack containing 35 different bulletins was placed before the group each session. These bulletins were selected from the vocational agriculture library or obtained from the college experiment station. Effort was made to keep the bulletins relating to the topic of the evening.

## Young Farmers Co-operate

H. B. FRANKLIN, Teacher, Moultrie, Georgia

**T**HE Moultrie Chapter of the American Vocational Farmers' Association was organized in the fall of 1938. Its membership is composed of former vocational agriculture students who have had one or more years' work in vocational agriculture in high school, and who are actively engaged in the occupation of farming.

During 1939 the organization purchased feed and seed co-operatively for its members and sold a few watermelons. In 1940 it expanded its buying program by including cabbage and tomato plants and watermelon seed. This organization shipped during the year about 30 cars of watermelons, 12 cars of cabbage, and sold, co-operatively, several thousand bushels of tomatoes. Co-operative purchases were continued in 1941.

During this year the members are in-

creasing the cabbage acreage and are adding sweet potatoes to the list. More seed and feed are being purchased co-operatively than before. The organization is applying for a charter as a non-profit farmers' co-operative marketing and purchasing association.

The association has been of much value to its members. It has taught the advantages of growing quality produce and of proper grading and packing. This has led to an increased price for the products.

The A.V.F.A. has helped stabilize the price of cabbage for several years. Other farmers are profiting indirectly from the association. It has helped them to receive more for their cabbage than they would have otherwise received. Growers who are not members are realizing the value of proper grading

and packing and are beginning to co-operate with the A.V.F.A.

Since it was organized the co-operative has handled about \$40,000 worth of products for its members and has realized a substantial increase in price over individual sales. Co-operative purchases have saved members approximately 10 percent. An example of this was the purchase of some two million cabbage plants at a saving of 20 percent over what the individual would have paid for them. The organization has built up a reserve fund of \$800.

By applying what they learned in vocational agriculture and Future Farmer work in high school and by working together as young farmers, income is increased and standards of living improved on many farms of Colquitt County.

## Future Farmers Produce Poultry Co-operatively

(Continued from page 225)

duction and marketing, the capacity was increased from 100 to 500 per week by August 1, 1940. By further increasing capacity, 1,200 broilers were marketed per week by January 1, 1941.

Between January 1, 1940, and October, 1941, the chapter purchased or constructed the following items:

Constructed house for broiler plant 24' x 86'

Constructed dressing room for broiler plant 20' x 24'

Constructed one trailer

Purchased one 1931 model truck

Purchased eight battery broiler units 4' x 16'

Purchased one 1941 model delivery truck

Purchased 60,643 baby chicks

Purchased 2,713 bags of feed

Purchased 43 brooder houses with a capacity of 400 per week

Marketed 54,267 broilers

The F.F.A. co-operative paid a total of \$25,883.73 for chicks, feed, equipment, labor, and other expenses. Of this amount \$4,080.30 was paid for labor. On October 1, 1941, the chapter had a total investment of \$9,680.72 in this project.



Members of part-time class loading watermelons

After each meeting the farmers indicated which bulletins they wished to have. These were ordered and ready for distribution at the next session. Approximately 300 bulletins were thus distributed.

The annual evening-school banquet is the climax of the year's activities. This year the banquet will be held on February 20th in the community building with the Lieutenant Governor of the State as the principal speaker. A ticket-selling committee is named in each evening class to promote the sale of tickets.

The adult evening school in Lake City has a fine start and the enthusiastic co-operation of the people presages its continued success. This was evidenced by the aid and co-operation of the city's commercial club which furnished fine doughnuts and coffee after each forum discussion. It might be well to state here also that there is no charge to any of the adult-school members. Each year the local school board includes several hundred dollars in the budget to carry on the adult-education program.



Young farmers delivering cabbage for shipping



# Farm Mechanics

L. B. POLLOM

## Farm Mechanics Short Courses Valuable

CARL G. HOWARD, Teacher Education, New Mexico

**T**HE fact that large numbers of experienced teachers of vocational agriculture attend summer short courses, take work in methods of teaching farm mechanics, and refresh themselves in elementary shop skills should be sufficient evidence that such instruction is indeed of some value. This tendency seems to be rather widespread if the short courses at one of our teacher-educational institutions may be offered as evidence.

It has been the privilege and pleasure of the author to serve as visiting instructor during the summers of 1940 and 1941 on the vocational education short course faculty at Colorado State College of agriculture and mechanic arts, offering in each case two courses in farm mechanics. One of these courses was a graduate course in "Methods in Farm Mechanics" and the other an undergraduate course in "Shop Skills." The facts upon which the assumptions of short course values are based have been, in part at least, derived from the experiences with these two class groups during the two years just passed. These experiences serve to substantiate earlier and present convictions that vocational agriculture teachers are aware of their deficiencies and are trying to remedy them.

### Many States Represented

The classes mentioned have attracted during the two years 56 men from 17 states and Alaska. The average experience of these men was four years. The distribution of these teachers geographically shows that Colorado teachers were in the majority with 13 men. Illinois was represented by nine men. New Mexico was tied for third place with Texas, each being represented by five men. Missouri and Kansas were next with four each. Nebraska sent three men, while Wyoming and Idaho each sent two men. The other eight states sending one man each were Washington, Michigan, Arizona, Oklahoma, Mississippi, California, Wisconsin, and Iowa. Alaska was represented also by one man. The range in experience of these 56 men was from zero, for some few men who were elected to jobs had not yet been out on the job at all, to 24 years for one of the Illinois men.

Under the worst possible circumstances and even if the instruction were of the poorest, the experiences and ideas and points of view of men coming from 18 different state setups would make of



C. G. Howard

any instructional program something very rich in value.

### Committee Organization of Courses

The committee organization plan assumes that the instructor will divide the subject matter in methods or discussion classes into enough major divisions that the class members will receive aid and instruction in the things each needs from the instructor and the other members of the class. Blackboard analysis of each of the major divisions of the course follows. This develops the responsibilities of each committee, indicates avenues of approach, and points out limitations of fields of endeavor. Committee chairmen are appointed, meeting times outside of regular class time are scheduled, and the instructor meets each committee personally to see that there is at least one common factor to all committee action.

By this time the committee having the easiest or shortest assignment is ready to report. This report is turned over to the committee chairman with the understanding that every man in the class must take some very definite part in presenting his share or his contribution to the work of his committee, while the committee chairman serves as presiding officer of the class during the time his committee is reporting. In addition to the oral report and its attendant discussion by each member of each committee, each chairman is required to present to a general chairman of all committees typewritten copies of the work of his group as amended thru the discussion. The last committee to report cannot do this and its report must be edited by the instructor or by someone he appoints to edit it, in order that the mimeographed report of all committee action may be placed in the hands of all class members on the last day of the class. This is prepared by the general chairman who has as his co-workers all committee chairmen as members of his "master committee." This master committee edits, has mimeographed, and pays for the entire class report. The cost of these reports is prorated among the class members and usually runs about 75c per copy. The entire work of the course is in this way mimeographed for class members and can be taken home while it is hot, eliminating the taking of notes so that greater participation in discussions may result.

The undergraduate skills course was generally filled with experienced teachers who wanted to learn more basic skills or refresh themselves on procedures and adapt past abilities to present requirements. In passing it might be noted that this course is now absorbed in an extension of the "Farm Machinery Repair" course offered by a resident specialist, to fill the need for and desire of many teachers that such a course be avail-

able thruout the summer. This course has a war responsibility in that teachers of vocational agriculture have a large share in this very important work of keeping up food supplies.

For about one-third of this "skills" short course the instructor settled class members in some degree of comfort, and made a series of demonstrations covering the basic skills which should be developed in vocational agriculture students. These were in line with course content suggested in the "methods" class. This was accompanied by provision of all of the necessary information for doing a satisfactory job. Usually a number of short cuts were shown, and ways of making demonstrations easier and more effective pointed out. This list of demonstrations was based almost entirely on the summarization of a skills survey made the first day of the course to determine the kind and extent of the mechanical experience of the class members. During the year following each of these classes, letters have been received from about a fourth of the men attending asking for some further information or for sketches.

## Future Farmers Co-operate

M. T. Seitz, Teacher,  
Fulton, Mississippi

**F**UTURE FARMERS at Fulton, Mississippi, have learned to co-operate. By working together the 130 members are doing things that are proving very worth while in their home community.

The major co-operative undertaking of the chapter is that of owning and operating an F.F.A. dairy. The dairy serves the members by buying surplus milk and butter and retailing it locally to approximately 100 families and to eating establishments. Receipts from dairy products average approximately \$350 per month.

The co-operative dairy is helping sponsor a program of artificial insemination in five counties in Mississippi. The chapter owns a bull which is being used in this project.

Twenty-four registered Jersey heifers have been purchased by chapter members. The heifers were purchased with money borrowed from the Production Credit Association. The boys borrowed \$2,500 and will repay the loan over a three-year period.

The chapter also conducts a co-operative pig project for the purpose of improving the hogs in the area. Ten Duroc gilts and one male have already been placed on the farms of chapter members at no initial cost to the boys.

The following is an inventory of the equipment now on hand:

5 registered cows.....	\$ 625
1 registered bull.....	300
1 registered heifer.....	50
14 grade cows.....	1,120
1 delivery truck.....	600
Milking utensils and bottles.....	75
1 bottling machine.....	60
1 electric churn.....	30

(Continued on page 233)

# Developing a Farm-Shop Program

JOEL F. JENKINS, Teacher, Oilville, Virginia

**T**HE ultimate aim or objective of our farm-shop program is to have students develop knowledge, skills, good habits, ideals, and attitudes so that they may become efficient farmers—farmers who are capable of doing their own simple repair and construction work efficiently and thoroughly.

At the present time our shop program is offering training for all boys and men between the ages of 14 and 24 years. All high-school students may take four years of farm-shop training along with vocational agriculture. All men and boys between the ages of 17 and 24 who are out of school may attend the National Defense class.

## High-School Program

Our high-school farm-shop program is planned on a four-year basis and is developed in the following way:

Before any work is done in the shop a survey and inventory of the immediate repair and construction needs of each boy's farm and farm home is made. The father, son, and instructor participate in the making of this survey. This survey, when properly taken and analyzed, gives a picture of the boy's enterprise needs, farm needs, and farm-home needs. In addition to the above, students are sometimes called on to do school equipment repair work and some custom work. As far as possible, it is desirable and strongly emphasized that each boy arrange his shop program in the following order: (1) Enterprise Needs (2) Farm Needs (3) Farm-Home Needs (4) School Repair Needs (5) Custom Work.

After each boy has a clear understanding of the repair and construction jobs that he should perform, it is a problem to decide how much and which work he should do in the school shop. The shop facilities of the individual boy, his farm experience, and his ability to perform the job properly must be considered in determining the jobs to study. In some cases the boy may have all equipment and materials needed to perform the job at home. He may or may not have had enough related experience to do the job. Each case presents a separate problem and must be solved as such. In general, we try to have at least enough farm equipment of various kinds brought into the shop for adequate instructional purposes. Transportation of equipment to and from the boys' homes is furnished when needed by the instructor thru the use of his car and utility trailer.

## Home Shop

Much emphasis is placed on the importance of having an orderly farm shop on every farm. We try to stress the importance of keeping all tools owned by the farm in good working condition at all times. We consider this a problem that should be solved as far as possible by the boy who is enrolled in vocational agriculture. The instructor places particular emphasis on the home-shop program at the time of each visit to the boy's home. Praise is given for good work, and constructive criticism is given in case the job is not being done as well as

it might be done.

It is believed that each boy enrolled in vocational agriculture should start making an individual or personal collection of simple tools as soon after enrollment in vocational agriculture as possible. He should continue to add to this collection so that when he has to rely solely on his own facilities to earn a living he will have a fair collection of essential farm tools for the type of farming that he has trained for and is following.

We consider our shop as being principally a shop to teach (1) ordinary woodwork (2) forge work (3) simple plumbing (4) simple electricity (5) soldering (6) glazing (7) ropework (8) concrete work (9) harness repair (10) paints and finishes.

## Beginning the Instruction

At present time we have our four-year shop program arranged so that the skills to be developed in the above phases of our shop work are spread over a four-year period, beginning the first and second years with the simplest skills and advancing to the more difficult skills in the junior and senior years. The following jobs are studied by boys before they are allowed to enter the shop for work their freshman year:

1. *Use and care of tools*
  - (a) Identification of tools
  - (b) Location of tools in shop
  - (c) Assembling and adjusting tools
  - (d) Cleaning tools
2. *Study of shop reference*
  - (a) Books and bulletins available and obtainable that are related to shop work
  - (b) Charts
  - (c) Models
3. *Reading blueprints*
4. *Making ruler sketches*
5. *Making a bill of materials*
  - (a) Selecting and figuring cost of lumber
  - (b) Selecting and figuring cost of hardware
  - (c) List of tools needed
  - (d) Estimate of time needed to complete project
  - (e) Value and use of finished product
6. *Demonstration and actual practice use of all important tools*

After studying the above jobs the boys proceed to put them to use in constructing and repairing actual farm equipment. For example, each boy makes a ruler sketch and a bill of materials on each job before he begins work on that job. This plan for each job is entered in the record book. A record is kept of the skills as they are developed by each boy. As each boy proves his ability to perform a skill this skill is recorded on his record.

## Progress of Class Members

Some boys will advance faster and develop skills more rapidly than others; therefore, individual initiative is encouraged as much as is possible and practical. We also realize that when we are working with a boy's initiative we are also working with his dreams, habits, ideals, etc. We must be careful to give him guidance and encouragement.

It is believed that every student should be given a chance to do creative thinking and develop his thoughts into created work. However, it is emphasized and required that each student learn the fundamental skills before trying complicated creative work.

It is realized that the schooling of approximately 90 percent of our boys will be over when they receive their high-school diplomas. Therefore, it is believed to be practical to prepare them to meet actual life problems by having them meet these problems on a small scale in school. To assist in carrying out this theory our school shop is organized in as business-like a manner as possible. Practically all lumber, metal, and supplies are purchased by the school and sold to each student as he needs it. The students take turns at managing the stock and tool-room. A price list is furnished to the manager of the stock room and he charges each student with each item as he checks it out of the stock room.

The stock-room manager is responsible for checking tools and materials in and out at the beginning and close of each shop period. He also supervises the maintaining of order and cleanliness in the shop. No student leaves before the stock-room manager has checked up and found everything to be properly arranged.

The results of the all-day shop program have proved to be very satisfactory. Student interest is maintained to a satisfactory degree and in general boys are making use of information learned in the school shop to a satisfactory degree on their home farms.

## Part-Time Program

It would be highly desirable if our part-time shop program could be a follow-up of the four-year agricultural program. However, this is not always true. At the present time about half of our part-time boys did not finish the elementary grades.

In 1939-40 the part-time class with the assistance of a full-time supervisor built our vocational agriculture building and shop. Most of the materials used in building this structure were obtained by salvaging old, unused school buildings in the county.

In general our part-time work in shop very closely resembles the all-day shop work in the manner in which it is conducted. Of course, students develop more skills. In the past and at present our part-time classes have been most satisfactory and have proved to be of real benefit to the boys enrolled.

## Future Farmers Co-operate

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1 separator.....	30
1 electric box for buttermilk....	15
1 milk cooler.....	200
1 washing machine.....	50
1 heating system.....	35
Farm equipment.....	300
Dairy house and equipment.....	300
2 registered sows and 5 pigs.....	150
1 registered boar.....	50
95 tons of silage.....	380
12 tons of soybean hay.....	144
Corn.....	50

Total Inventory.....\$4,564

# Studies and Investigations

C. S. ANDERSON

## A Study of State Farmers in Ohio

WARREN G. WEILER, Assistant Supervisor, Columbus, Ohio

**F**OR the past 13 years, the work of outstanding Future Farmers in Ohio has been recognized thru the awarding of the State Farmer Degree. During this time, 863 young men have received this honor. Fifty-three of these were awarded the Degree of American Farmer.



W. G. Weiler

These awards mean that a certain stamp of approval has been placed upon the characteristics of these young men, their activities, and their accomplishments—especially their ability to farm. It entertains a hope that these qualities will continue to be evident in the individual's life as an adult farmer.

Those interested in Future Farmer activities frequently raise certain fundamental questions about the young men who receive these awards. Do State and American Farmers farm? Are State and American Farmers really interested in agriculture? Do these young men demonstrate, after leaving school, that they are outstanding farmer-citizens? Are American Farmers more outstanding as farmers and community leaders than State Farmers? Are the characteristics considered in the selection of State and American Farmers apparent in the individual as an adult farmer? Answers to these and other questions frequently raised by those working with the Future Farmer organization could very well suggest improvements in the State and American Farmer applications and could be of value in the future in the formulation of policies in the program of vocational agriculture.

To secure answers to these questions, the author, under the advisership of Dr. W. F. Stewart and members of the Ohio supervisory and teacher-training staffs, made a study of 520 State Farmers in Ohio who received recognition prior to 1939. Later groups were not included as sufficient time had not elapsed since leaving school to indicate, with a reasonable degree of accuracy, what their occupations will be, what quality of work they will do, and what will be their attitudes and ideals as adults.

A questionnaire was prepared in two parts, one part to be completed by the adviser, the other by the State Farmer. Information requested related to vocational experience after leaving school, data concerning the home farm of the State Farmers while they were enrolled in high school as well as their home farms today, financial progress, and information concerning the part the State Farmers

have taken in community organizations and activities. Information was received regarding 453 of the 520 State Farmers, altho it was not complete in all cases nor in regard to all items.

The general purposes of the study were: (1) to determine the vocational status of State Farmers in Ohio, (2) to study factors which seemed to affect vocational choice in this group, (3) to determine whether accomplishments and characteristics considered in selecting State Farmers carry over into the life of the individual as an adult, and (4) whether the outstanding qualities demanded for election to the American Farmer Degree foretell equally outstanding achievements in the future.

To attain these general purposes, the information received in response to the questionnaire was tabulated in three areas: present vocational status, factors affecting the situations of candidates for the Degree of State Farmer, and American and State Farmers compared.

### Vocational Status

The study reveals a number of interesting facts concerning the present vocational status of State Farmers.

Eighty-seven percent of these State Farmers have remained in either full-time or part-time farming, have entered related fields, or are in agricultural colleges. Of this group 57 percent are engaged in full-time farming and 30 percent in related activities. Only 13 percent have entered non-agricultural work. The percentage in farming is slightly higher the first three years following graduation, but little sustained change can be noted after that period of time has elapsed. This study reveals that State Farmers in Ohio have remained in farming or in related occupations to a much larger degree than other studies have shown is true when entire groups of students of vocational agriculture are studied.

In regard to college experience, 31 percent have had one or more years, with 13 percent in college at the time of the study. Of the college graduates, 16 percent are now farming and 84 percent are in related occupations. Less than three percent of the State Farmers have attended colleges other than agricultural and of these 81 percent have left the agricultural field entirely.

Fifty-nine percent of the State Farmers elected as juniors remain in farming while 56 percent of the seniors do so. However, 68 percent of those elected as graduates have remained in farming. The tendency to enter non-farming vocations is largest among seniors. When the present financial worth of these groups is studied, it will be observed that seniors lead, with the average for juniors ap-

proximately 15 percent less, and for graduates 30 percent less.

The study also shows a rather definite tendency on the part of State Farmers with a high scholastic record to leave farming. However, many have not left the agricultural field entirely but are numbered among agricultural college students, teachers of vocational agriculture, and county agents. Some are engaged in other related occupations. Of those who are ranked in the upper third of their classes, the percentage entering occupations other than farming is actually smaller than for the group that ranked in the middle third.

A keen interest has been shown by State Farmers in adult education. Eighty-two percent have, at some time, enrolled in part-time or adult courses.

Proximity of industrial centers does not seem to noticeably affect vocational choices of State Farmers. Those who have entered non-agricultural occupations seem to have come rather uniformly from practically all sections of the state. The north-central section of Ohio has contributed a proportionately larger part of those who have gone to college and then into related fields. The percentage attending college appears to be slightly smaller in the counties which lie at greater distances from the agricultural college.

### Factors Considered in Selecting State Farmers

The study showed that a very definite relationship existed between the factors considered in selecting State Farmers and the accomplishments and ideals of the young men as adult citizens. It showed, too, that opportunity on the home farm is an important factor. Some of these factors are not necessarily achievements, but it is apparent that they do affect the situations of the candidates.

A favorable situation on the home farm appears to be a factor in assisting boys to build programs recognized as deserving of the State Farmer award and enabling them to remain in farming. Forty-three percent had above-average opportunity and 14 percent below-average opportunity. However, 69 percent of the State Farmers who had above-average opportunity have remained in farming while but 50 percent of those with below-average opportunity are in farming. The percentage of those with below-average opportunity who are in occupations other than farming has increased in a like manner.

Contributory to the opportunity factor is size of family. One-third of the State Farmers had no brothers and of this group 61 percent remained in farming. Generally, as the number of brothers increased, the percentage that remained in



farming decreased. Apparently some of this group entered occupations other than farming but the percentage that is engaged in vocations related to farming increased much more, indicating that many have not left the agricultural field entirely.

Fifty-two percent of the State Farmers lived on farms which were owned by their parents, while an additional 13 percent came from farms which were part owned and part rented. Of the sons of landowners, 62 percent have remained in farming, while 47 percent of those coming from rented farms are farming. However, the percentage engaged in related activities is six percent higher among sons of renters than sons of landowners.

**S**IZE of farm measured in acres does not seem to be an important factor in earning the State Farmer Degree. Neither does it seem to affect consistently the tendency to remain in farming as a lifework except when the farms are extremely small.

State Farmers do benefit as a result of favorable opportunities on home farms but 57 percent of them come from farms which offer them opportunities average or below. This indicates that initiative and ability also are important attributes of State Farmers.

*Investments in farming at time of graduation do not prove to be an accurate index of future financial progress on the part of State Farmers.* Little difference can be noted in the present net worth of these young men even tho their investments in farming at the completion of their work in vocational agriculture varied from \$100 to \$1,000.

According to teachers' estimates, improved practices introduced on the home farms by State Farmers have been continued by 84 percent of those studied. Eighty-one percent of the breeds of purebred livestock introduced are also being continued. Breeds of swine and sheep have been discontinued most frequently.

The farming programs that the State Farmers developed in high school and the partnership agreement between fathers and sons have, in 84 percent of the situations, been of value in helping young men become established in farming. Projects have been expanded and enterprises added as the years passed until the young men became full-time partners with the fathers in the farming business. Ten percent of the State Farmers who became established in farming worked for a wage for a period of time, and six percent were employed at work other than farming for a period of time and later returned to the farm.

State Farmers who have remained in farming have shown an interest in community activities and a readiness to accept positions of responsibility. Eighty-eight percent are members of a church and in addition, State Farmers are members of 1.4 other community organizations, the majority of which are co-operatives. State Farmers have held an average of 1.5 offices per person in community organizations.

In the matter of ideals and attitudes, State Farmers are rated very highly by their teachers. Only one percent were considered unsatisfactory, six percent were fair, and 93 percent were rated highly satisfactory by teachers regarding the ideals and attitudes of State Farmers now adult citizens in their communities.

## State and American Farmers Compared

Some question has been raised as to whether the process used in selecting American Farmers has really been selective. Has this selected group been able to demonstrate, since leaving school, that they were worthy of this additional recognition? The information that has been compiled in this study seems to give an affirmative answer.

American Farmers have remained in full-time farming in larger numbers than have State Farmers. Of them, 80 percent are farming, whereas but 54 percent of the State Farmers are in actual farming. A larger percentage of State Farmers have entered occupations other than farming, and this is also true of the percentage of students in the College of Agriculture and of the percentage in related occupations. One might conclude that the excellent start that American Farmers made in high school has encouraged them to remain in farming.

According to teachers' estimates, American Farmers have at present a financial worth double that of State Farmers. This may be due in part to the advantage of a more extensive early start, altho, as has been indicated earlier, present net worth is not greatly affected by large investments at the time of graduation.

Opportunity on the farm has played a rather important part in many instances. Sixty percent of the American Farmers enjoyed opportunities which were above average, in the opinion of their teachers, while but 40 percent of the State Farmers had this advantage. However, outstanding work apparently is not entirely a matter of opportunity, as 21 percent of the American Farmers had opportunities which were below average, while only 14 percent of the State Farmers were in this situation.

American Farmers continue to follow improved practices after graduation more than State Farmers do, altho the difference is but eight percent. Advisers report that all American Farmers are average or better in this respect, while six percent of the State Farmers were rated below average.

Practically the same difference can be noted in regard to the continuance of breeds of purebred livestock. American Farmers have continued to raise 88 percent of the breeds introduced, while State Farmers are now raising but 80 percent.

Little difference can be noted in the percentage of American Farmers and State Farmers who are members of church and Sunday School, altho American Farmers have assumed more positions of responsibility in church organizations than have State Farmers. In co-operative organizations American Farmers have shown greater interest than State Farmers. They are supporting, thru membership, an average of 1.94 organizations per person while State Farmers are, on the average, members of 1.34 organizations per person.

American Farmers have shown more leadership in community organizations than State Farmers have shown. On the average each American Farmer has assumed 1.5 positions of leadership while State Farmers have assumed 1.2 positions per person.

Ninety-eight percent of the American Farmers have ideals and attitudes which are highly satisfactory, in the opinion of

teachers. With State Farmers, 92 percent are highly satisfactory, and one percent are unsatisfactory, the remainder being considered fairly satisfactory.

American Farmers have shown more interest in adult education than have State Farmers. Ninety percent of the American Farmers have enrolled for 3.2 years, while 80 percent of the State Farmers have enrolled for 3.1 years. It is interesting to note that the group that has done the more outstanding work in high school is more eager for additional training.

It is apparent, then, that a large percentage of American Farmers are engaged in farming; they have shown proficiency in their work; they have made substantial progress; they have shown qualities of leadership and co-operation and their ideals and attitudes are superior; they have excelled State Farmers in all of these respects.

## Conclusion

This study has attempted to determine whether the basis for selecting State and American Farmers is satisfactory. The summaries indicate that it is reasonably satisfactory; that it has selected young men who were sufficiently interested in agriculture to make it a lifework; that an outstanding type of young man has been selected; that these young men have assumed leadership responsibilities; that they have co-operated in community activities; all things considered, they have become outstanding farmer-citizens. However, certain minor changes could be suggested regarding selection.

More consideration should be given the candidates' home situations, particularly when a lack of opportunity exists. It is suggested further that little weight be given to exceptionally high investments in farming at the time of graduation. Apparently, it is wise to continue to place major emphasis on the farming programs of applicants, as the study has shown that the farming programs have been a factor of greatest value in helping young men to achieve the major objective of vocational agriculture—becoming established in farming.

## Plans for Individual Supervision

(Continued from page 229)

for each boy. I gather information about the boy, the boy's parents, and the projects.

I obtain all this information, have the boy sign, then take the sheet back to the department and file it in a folder belonging to the boy. He has access to these sheets and can refer to the recommendations at any time.

## Keeping Records

The boys keep their home records in a farmer's hand book provided by a local farm machinery dealer, and once each month these books are brought to the department and the data transferred to their record books. The records are placed in the books with a fine-pointed pencil and after the projects are closed and checked by a committee they are traced with ink. This helps the boy to keep a neat record book.

# Future Farmers of America

A. W. TENNEY

## Training Program for F.F.A. Advisers

E. W. GARRIS and A. W. TENNEY, Teacher Education,  
Gainesville, Florida

**LEADERS** in agricultural education have been looking to the teacher-education programs to provide young men with adequate preparation for becoming F.F.A. advisers. The University of Florida has tried a number of different ways for providing the necessary training. For several years we had a collegiate chapter operated on a voluntary basis. We also used the plan of assigning senior students to act as advisers at meetings of local high-school F.F.A. chapters. The fact was, however, that our men were graduating without adequate preparation as F.F.A. advisers.

### New Training Program

Last spring plans were completed to change radically certain phases of our participation program. We had a conference with the proper University officials and succeeded in making the collegiate chapter meetings a laboratory period for each undergraduate course offered. In this way each junior and each senior who is majoring in agricultural education is required to attend an hour meeting of the collegiate chapter each week. In addition, seniors are required to act as advisers for local F.F.A. chapters.

The constitution of the collegiate chapter has been changed to allow the appointment of officers for each week. All officers are appointed for one week and are senior students except the treasurer, who is elected for the semester. Officers are appointed a week in advance. Each officer must learn his part of the ritual for the opening and closing ceremonies, as well as perform the other duties expected of him. The Watch Dog is responsible for seeing that the chapter room is in order; the acting secretary must complete the minutes of the meeting; and the reporter must write an article for the press concerning the activities of the meeting.

In order to be certain that each student will get the various experiences desired, an activity chart is being used to keep a record of participation experiences.

Before a student completes his work at the University of Florida he will have served as an officer at each station, except at that of treasurer, will have learned the principles of parliamentary procedure, and will have had experience serving on various committees. The training program also gives each student practical experience in conducting camping trips, tours, fishing trips, banquets, barbecues, parties, and contests. Each senior is assigned two all-day pupils from the Gainesville High School Chapter to supervise for the year. He must see that the boys participate in contests sponsored by the Florida Association of Future Farmers of America. As indicated, participation ex-

periences are directly correlated with theory.

The collegiate chapter has a number of committees. The committees can function largely as the members desire. While the weekly programs are determined for the members, yet they can show their initiative in committee work. Programs for chapter meetings may also be varied if individual members desire a change. A committee of students has made plans

to assist local F.F.A. chapters located near Gainesville. The students make addresses, act as judges for various contests, and serve in many other capacities.

Juniors and seniors are required to keep notes of each meeting, and to place them in their regular classroom notebooks. For reference work each student purchases the following: *The Future Farmer Manual*, *Helps in Parliamentary Procedure*, the *Official Secretary's Book*, the *Official Treasurer's Book*, and *Practical Activities for Future Farmers*.

All methods in F.F.A. work are taught during the various meetings of the collegiate chapter. Approximately 30 minutes of each meeting is devoted to instruction. In the instruction periods the stu-

## ACTIVITIES IN WHICH MEMBERS OF THE COLLEGIATE CHAPTER HAVE PARTICIPATED

ACTIVITIES	Bagwell E. E.	Brandon W. C.	Brown H. E.	Glenn W. W.	McCall W. W.	Manning W. O.	Sharpe M. H.	Etc.
1. Serving as President			X	X				
2. Serving as Vice-President	X		X				X	
3. Serving as Secretary	X				X			
4. Serving as Reporter		X						
5. Serving as Adviser				X	X		X	
6. Serving on a committee								
7. Leading singing and yells			X	X				
8. Serving as chairman for parliamentary procedure		X			X		X	
9. Making talks	X	X		X				
10. Giving demonstrations			X					
11. Cooking outdoors		X	X	X	X		X	
12. Participating in initiating Green Hand and Junior Farmers		X	X					
13. Preparing a chapter program of work		X		X	X		X	
14. Planning program topics for the year			X	X				
15. Planning programs for chapter meetings	X				X	X		
16. Participating in a collegiate camping trip			X					
17. Making a chapter accomplishment report								
18. Supervising an F.F.A. contest at the Florida State Fair	X	X	X	X	X	X	X	
19. Making plans for a thrift bank						X		
20. Studying contests sponsored by the Florida Association, F.F.A.	X			X	X		X	
21. Serving as leader at F.F.A. recreational activities		X				X		
22. Decorating for an F.F.A. Banquet		X		X		X	X	
23. Preparing a menu for an F.F.A. Banquet			X		X			
24. Preparing a program for an F.F.A. Banquet		X		X				
25. Participating in a radio program	X				X	X	X	
26. Writing articles for the press	X		X					
27. Making plans for an F.F.A. Fair		X				X	X	
28. Planning exhibits for a Fair								

dent learns the history of the F.F.A. and the operation of local chapters. The instructional part of each meeting is in charge of the resident teacher-trainers. It is also planned to use the itinerant teacher-trainers and the supervisor at stated intervals.

The weekly program for each meeting includes the following items:

- a. Opening ceremony—5 minutes
- b. Reading of the minutes—3 minutes
- c. Business—8 minutes
- d. Demonstration of parliamentary procedure by a group of students—8 minutes
- e. Music—songs and yells—3 minutes
- f. Lecture or demonstration on the topic for the evening—30 minutes
- g. Closing ceremony—3 minutes
- h. Refreshments

#### Program of Activities

Since registration, examinations, and holidays take time each year, we have planned for 30 periods. It will be noted that the program topic will cover a period of two years. Following this plan all juniors and seniors will be grouped together each year, but no one will repeat the work that he had the previous year. The topics being considered this academic year will be repeated in 1943-44. The following outline will give some idea of the problems that are being considered this year and the ones to be considered in 1942-43.

#### Program 1941-1942

Topics	Number of Periods
Introduction to the New Program.....	1
Electing F.F.A. Officers.....	1
Duties of a President.....	1
Duties of a Vice-President.....	1
Duties of a Secretary.....	1
Duties of a Treasurer.....	1
Duties of a Reporter.....	1
Duties of an Adviser.....	1
Duties of Committees.....	1
The History of the F.F.A.....	1
The F.F.A. Day at the Florida State Fair.....	1
Planning and Holding a Barbecue.....	1
The Meaning of the F.F.A. Emblem.....	1
Objectives of the F.F.A.....	1
The F.F.A. Constitution.....	1
How to Qualify for the F.F.A. Degrees.....	2
Initiating Green Hands.....	2
Essentials of a Successful Chapter.....	1
The Chapter Program of Work.....	2
Planning Topics for Chapter Meetings.....	1
Planning Programs for Regular Chapter Meetings.....	1
Planning for a Camping Trip.....	3
How to Keep Chapter Records.....	1
Planning an F.F.A. Tour.....	1
Directing an F.F.A. Play.....	1

#### Program 1942-1943

Topics	Number of Periods
Organizing an F.F.A. Chapter.....	1

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## A Program for Better Farm Living

(Continued from page 227)

OBJECTIVES	TEACHING UNIT	CLASS ACTIVITY	REFERENCES
II. To develop an appreciation and skill of some of the jobs ordinarily done by the opposite sex. <i>Exchange.</i> Taught to the boys by Home Economics instructor.	A. Social customs and social usage.	1. Table etiquette. 2. Personal conduct—school, homes, public. a. Articles for school papers.	<i>The Boy and His Daily Living</i> , Burnham, Redford & Jones. <i>Social Problems of the H. S. Boy</i> , Lyster & Hudnall. <i>Gentlemen Preferred; Manners for Moderns</i> , Black.
	B. Food preparation and nutrition.	1. Study of food values. 2. Preparation of simple meals. a. Emergency. b. Camping. c. "Batching." 3. Planning F.F.A. banquet.	<i>The Boy and His Daily Living</i> , Burnham, Redford & Jones. <i>Trail Cookery</i> , Kellogg Company. <i>Boy Scout Handbook</i> . Current sports-men's magazines.
	C. Clothing selection.	1. Buying on a limited budget. 2. Clothing for high-school activities. 3. College clothing. 4. Consumer problems. 5. Demonstration of clothing combinations. 6. Articles for school paper.	<i>Special Problems of the H. S. Boy</i> , Lyster & Hudnall. Exhibits set up by men's clothing stores. Better Buymanship Bulletins.
	D. Choice of vocations.	1. Money management (personal). 2. College.	<i>Shall I Go to College?</i> by Elmer Morgan. <i>Shall I Attend a Junior College?</i> —Edward F. Mason. Personal Growth Leaflets.
<i>Exchange.</i> Taught to the girls by Ag. instructor.	A. Selecting lumber.	1. Uses of white pine, fir, tamarack, and veneer. 2. Grades of lumber.	Shop books in Ag. Library.
	B. Painting.	1. Finishing new wood. 2. Refinishing.	
	C. Use and care of tools.	1. Sharpening knives. 2. Sawing, planing, chiseling, squaring, and scraping.	
	D. Developing skills in wood-work.	1. Each girl made a bread board. 2. Each girl made a piece of simple furniture for her room (footstools, etc.)	
	E. Soldering.	1. Tin a copper. 2. Spin a hole. 3. Sweat a patch.	
	F. Electrical work.	1. Replacing drops. 2. Repairing ironing cords, etc. 3. Splicing and soldering radio connections.	
III. To develop a budget for the home which will fit the farm income.	A. Work out farm income for average farm.	1. Income from crops. 2. Income from livestock.	Ag. Record Books.
Worked out individually in classes.	B. A budget typical of farm home expenses.	1. Study management of finances as a family enterprise. a. Budgets and accounts, and records. b. Consumer practices. c. Investments.	<i>Consumer Economics</i> , Kennedy & Vaughn. Consumer Union Report. <i>When You Buy</i> , Ebberhart, Trelling and Nicholas.

(Continued on page 238)



## Director of Vocational Education Honored

THE "Man of the Year" award for Georgia, according to the *Progressive Farmer*, goes to M. D. Mobley, State Director of Vocational Education. Each year since 1936, the *Progressive Farmer* has sought to locate and honor in each state in the South some man who has rendered distinguished service to agricultural progress during the preceding year.



M. D. Mobley

According to the *Progressive Farmer*, the record of Mayor Dennis Mobley has been the story of a Georgia farm boy's gradual climb to the top in his chosen field, as he strove year after year to give all that he had to the farm families whom he had the opportunity to help. Not yet 43, he has known farm problems from the viewpoint of a two-teacher school principal, teacher of vocational agriculture, teacher-trainer, supervisor of vocational agriculture, and now state director of all training in vocational education.

Mr. Mobley can point to such state enrollment figures as these: in vocational agriculture, 45,445; home economics, 42,207; trades and industries, 17,790; and defense courses, 32,573. Enrollment figures in vocational education show constant growth since 1918: 1918—2,541; 1928—21,584; 1933—37,564; 1938—87,869; 1941—109,646.

Mr. Mobley is a member of the Editing-Managing Board of the *Agricultural Education Magazine*, and is a frequent contributor to the magazine.

trip, to spend one weekend camping at the state F.F.A. camp, to stage a barbecue, to have a basketball team, to hold a banquet, to attend the Florida State Fair at Tampa, and to have a party where the members are allowed to bring dates. These activities should prove to be valuable training experiences for each student and give each person added interest in the weekly chapter programs.

The dues of the collegiate chapter are \$1 per semester. After paying State and National dues of 50c, the remainder, consisting of \$1.50, is used largely for the refreshments served at the meetings. The cost of trips, parties, banquets, etc., is charged out as individual fees. The University of Florida pays transportation for all necessary participation activities.

Members of the collegiate chapter are enthusiastic concerning the training opportunities afforded them. The spirit at each meeting is excellent, and each person who is assigned to perform any activity prides himself in trying to do his best. We do not know how the plan would work at other institutions. At the University of Florida we are securing results far above our expectations.

## Editorial Comment

(Continued from page 223)

sary to win the war. Altho our really serious times are ahead of us, our united effort will assure us of final victory.

To you agricultural teachers thruout the land, may you have the physical stamina, the foresight, and the vision to enable us to say justly that everything possible is being done to shorten this war so that once again we may return to our peaceful, democratic way of life.

—John J. Seidel, President,  
American Vocational Association.

## Book Review

*If You Please*, by Allen & Briggs, pp. 239, illustrated, published by J. B. Lippincott & Company, list price \$1.40. Answers most of the questions which young people ask about the accepted rules of personal and social living. Chapters on personality, personal grooming, parliamentary procedure, safe driving, getting and keeping a job, indicate the scope of the booklet. A personality self-rating test, a helpful glossary of foreign food terms found on the best menu cards, and a novel etiquette quiz which reviews the entire book are features that indicate the value of such a book to Future Farmer members. This book rates a place in all Future Farmer libraries.

—APD

## Book Review

*Getting Acquainted With Agriculture*, Deyoe & Ullrich, pp. 736, illustrated, published by The Interstate, list price \$2. Emphasis is given to social and economic phases of rural life, as well as to productive aspects of farming. Chapters dealing with productive phases are organized on a broad unit plan which cuts thru enterprises. Youth in Rural Life, Conservation, Careers in Agriculture, Co-operatives in Rural Life, Back to the Land, and A Changing Agriculture are chapter captions indicative of the treatment given the social aspects of agriculture. The book is intended for high-school boys and girls urban and rural, and should prove useful as a text in general agriculture and helpful as a reference in courses in guidance and courses in vocational agriculture.

—APD

The world needs not imitators but initiators.

## Training F.F.A. Advisers

(Continued from page 237)

Developing Leadership in Boys	1
The F.F.A. Thrift Bank	1
F.F.A. Contests	2
Holding an F.F.A. Party	1
Raising Money for the F.F.A.	2
Planning and Holding an F.F.A. Banquet	4
Planning and Directing a Radio Program	1
Writing Articles for the Press	1
Planning an F.F.A. Fair	2
Planning and Constructing Exhibits	2
Managing an F.F.A. Camp	1
Outdoor Cookery	2
Constructing a Permanent F.F.A. Camp	1
Leading Group Singing	1
Accomplishments of the Florida Association, F.F.A.	1
Grading F.F.A. Chapter Accomplishment Reports	1
George Washington—Patron Saint of the F.F.A.	1
Developing Proper Social Habits (Etiquette)	1
Maintaining Good Health	1
Organizing and Operating the F.F.A. Library	2

The collegiate chapter plans to engage in quite a number of recreational activities. It has planned to go on a fishing

## A Program for Better Farm Living

(Continued from page 237)

OBJECTIVES	TEACHING UNIT	CLASS ACTIVITY	REFERENCES
Joint.	C. Work out how much the home should receive of the average farm income.	1. National figures of percentage of farm income that should go in the home. 2. Essentials as worked out by H. E. compared with government figures, using average farm income as a base.	
IV. To develop skill in marketing and buying.	A. Co-operatives.	1. Livestock co-ops. 2. Crop co-ops. 3. Other co-ops.	
Joint.	B. Meats.	1. Wholesale cuts. 2. Retail cuts. 3. Grades of meat. 4. Meat quality. 5. Trip to the slaughter and cutting plant. 6. Film: <i>Romance of Meat</i> .	
	C. Grades of other farm products.	1. Potatoes. 2. Eggs. 3. Milk. 4. Butter.	
V. To develop leadership and social responsibilities.		1. Joint assembly program. 2. Annual F.F.A. banquet. 3. Spring outing.	

